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ABSTRACT

The seminar is designed to assist young adults to better understand and to achieve more self-direction of their own occupational development processes. Designed as a psychological education approach in which classes are a mixture of experiential and pragmatic activities, the seminar is divided into fourteen three-hour sessions. Class activities, highly structured and itemized in the manual, focus on community building, formation of psychological contracts, value clarification, meaning of work, instruction in occupational information, decision making, explorations, and future planning and evaluation. The siminar design assumes there is insufficient emphasis on understanding the world of work and one's relationship to it and that traditional approaches to occupational counseling are less than effective. It further assumes that self-understanding is a legitimate realm of knowledge which should be included in the curriculum. The course has as its objectives: develop a minimum level of self-esteem and a positive attitude toward occupational development as a life process, learn how to explicate the personal meaning of different work activities, learn how to relate personal variables and reality variables to make effective decisions, and learn how to test decisions through tentative commitment. (AG)

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OCCUPATIONAL DEVELOPMENT SEMINAR: INSTRUCTOR'S MANUAL

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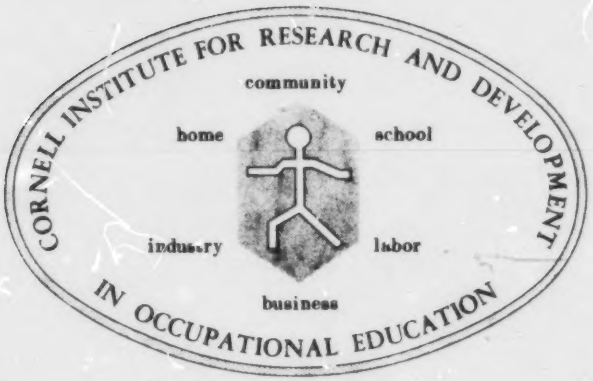
OCCUPATIONAL DEVELOPMENT SEMINAR:

Instructor's Manual

Dalva E. Hedlund



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FOREWORD

Many of our youth are victims of the social and economic discontinuities of contemporary America. The questions of "Who Am I?" and "What Can I Become?" induce extreme anxiety that destroys motivation and sometimes contributes to a state of personal anomie. Where we once assumed that college students come to the campus filled with a sense of purpose to embark upon a program of "becoming", we now find them in need of personal assistance not to be found in the context of traditional studies.

Professor Hedlund's proposed Occupational Development Seminar is designed to create an environment within which the individual has freedom for his search of self and quest for self-direction. We share this publication with you with conditions: The condition that you will carefully observe the recommendations and the condition that you will communicate to us your reactions to each session and your concrete suggestions for improvement.

If your reactions are positive, if you tell us that this publication has utility value, we will revise it incorporating your suggestions and plan for its wider dissemination.

We are indebted to Hart Publishing Company, Inc. for permission to draw from its copyrighted volume "Values Clarification: A Handbook of Practical Strategies for Teachers and Students", by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. We recommend a careful study of that book prior to undertaking implementation of this seminar.

Professor John Wilcox, Director
Cornell Institute for
Occupational Education

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Acknowledgements

Ideas are much like living things. Seeds are planted in conversations, workshops, reading, listening, and questioning. And the seeds grow and change, and develop an identity of their own often quite independent of the progenitor. This is why I am in debt to so many people for the development of the Occupational Development Seminar, and why it is impossible to give them all the credit that is due.

David H. ("DB") Brown owns much of the course. His research, writing, and re-writing as a graduate assistant for the project was invaluable. Thanks to Peter R. Russell for assisting in the formulation of many of the basic concepts of the design. My gratitude to Professor John Wilcox, Director of the Cornell Institute for Research and Development in Occupational Education, for without his support the Seminar would not have been.

D.E.H.

Occupational Development Seminar

Introduction

The Occupational Development Seminar is designed to assist young adults to better understand and to achieve more self-direction of their own occupational development processes. Although the seminar was designed with a two-year college population in mind, with minor modifications it would be appropriate for use with four-year college students, continuing education populations, and informal youth groups.

Within the college curriculum the seminars might be offered by either the counseling staff or the occupational education faculty. The course is intended to complement more traditional approaches to vocational counseling. It is also appropriate for students in other than occupational curricula. The ideal instructor would have an understanding of and skills in vocational counseling, occupational education, and group procedures. However, the only necessary prerequesite for the instructor is that he have sensitivity to people and does an adequate job of preparation in conjunction with the course manual. One option would be to have the course co-taught by a counselor and an occupational education faculty member.

The seminar is designed for fourteen three-hour sessions; one session per week for a typical college semester. The thirteenth session has no scheduled activities to accommodate the needs of any particular class at that point in time. The seminar design is a psychological

education approach to learning about one's own occupational development, where classes are a mixture of experiential and pragmatic activities. The subject matter is often the student's own experience, and a maximum number of learning resources (including other students) are utilized throughout the course.

Theoretical Rationale

The design of this course was undertaken with several assumptions in mind. First, there is too little emphasis in education on understanding the world of work and one's relationship to it. Even if vocational counseling and guidance methods were really effective, there are not enough professionals to provide the necessary services. Second, traditional approaches to occupational counseling are less than effective, if not actually dysfunctional in many instances. We seemed governed by the basic concept of keeping round pegs with round holes and square pegs with square holes regardless of the theoretical dressing. Education is viewed as preparation for a vocation, resulting in tremendous pressure on the student to mold his potential into one dye; to make an occupational choice which is both the result of growing up and the proof that he has grown up. Neither people nor the world are built that way. Development (or growing up) goes on throughout life and one's occupational development comprises a significant portion of the total developmental processes which occur.

The third assumption in the design of the course is that self-

understanding is a legitimate realm of knowledge which should be included in the curriculum. Hopefully the Occupational Development Seminar will be offered as a formal credit-bearing course. Not only is credit for the course due because the subject deserves it, but credit can add the extra incentive for the course to be successful.

Last, students have the capability to choose, to control the developmental processes in their own lives. Basic to the design of and objectives for the course is the assumption that man is essentially free with the potential to transcend his past and his present circumstances and become what he chooses. We hope this course will lead students to a better understanding of their own developmental processes and provide them with working knowledge to more effectively control their own occupational developrnent.

Course Objectives

The course has several general objectives flowing directly from the process model of occupational development adopted. None of these objectives are ends in themselves, and probably no absolute level of mastery is possible. The student should, however, learn something about how to achieve the objectives. For example, one objective is to learn how to explicate the personal meaning of different work activities. If occupational development is a continuing process, then an individual will be returning to re-examine the meaning he invests in work at several different points in his life. The course should not only help

him to clarify the meaning of work at present, but also provide him with some skills and the motivation to return to this process as he feels it necessary.

Objective 1. Develop a minimal level of self-esteem. Self-esteem is the basic task of the course. Before an individual can consider his own value system and feelings in a decision-making process he must be comfortable with himself. The first part of the course dealing with building a sense of community, creating a psychological contract, and increasing self-awareness is designed to create self-esteem.

Objective 2. Develop a positive attitude toward occupational development as a life process. A number of exercises and some of the more pragmatic input from the instructor is designed to explore developmental processes. It is felt that assisting a student to the understanding that he will be making a number of occupational choices throughout life, that there are undoubtedly several occupational pursuits which are appropriate for him, and that he can exercise control over his own development will result in a significant psychological gain for him.

Objective 3. Learn how to explicate the personal meaning of different work activities. One's relationship to the world of work is, in the final analysis, quite personal. We invest things and activities

in the world with our own meaning and proceed to act on that meaning. This objective rests on the assumption that to the extent which one is aware of his personal value structure and his own phenomenology relating to the world of work he will be better able to make occupational decisions which are effective for his own development. The middle portion of the course dealing with value clarity procedures and the exploration of work satisfactions incorporates processes for explicating the meaning of work activities.

Objective 4. Learn how to weigh and match personal variables and reality variables to make effective decisions. An individual must know how to search out relevant occupational information and put this data into meaningful form. Decisions should take into account, then, both personal data and more objective data concerning occupations. The course includes instruction in the utilization of sources of occupational information and the opportunity to increase decision-making skill through various kinds of practice.

Objective 5. Learn to test decisions through tentative commitment. Decisions need not be final, and learning to modify one's decisions through tentative commitments is an important decision making skill. The explorations phase of the course, sessions 9-12, provides the opportunity for students to make a series of tentative commitments and modify their decision according to their experience. The in-

structor's responsibility for creating a variety of activities during the Explorations phase of the course is very important.

Process Phases

The outline below shows the sequence of activities comprising the course in terms of the primary learning processes occurring at any given time. This sequence is not seen as exclusive. What is happening at any point in the course is very complex and several learning processes may be occurring at once. The activities detailed for a particular session do, however, focus on a specific outcome such as more effective decision making skills.

Community Building (Session 1 and 2)

Formation of Psychological Contracts (Session 2)

Value Clarification (Session 3 and 4)

Meaning of Work (Session 5 and 6)

Instruction in Occupational Information (Session 7)

Decision Making (Session 8 and 9)

Explorations: Application of Decision Making Process in Field Settings (Session 9, 10, 11, and 12)

Future Planning and Evaluation (Session 14)

Teaching Considerations

Function of the Instructor. As with any teaching activity, the instructor in Occupational Development Seminar is the critical ingredient

for success. Most class activities outlined in the course manual are rather highly structured, but the individual student outcomes are not specified. Therefore, the role of the instructor is to hold the entire class to a schedule of activities, but allow individual freedom within that schedule to achieve personalized objectives. Moreover, the instructor has the responsibility for guiding the discussions, typically at the end of each session, in such a way that students can verbalize and then conceptualize what they have learned. The discussions also serve as a time to "clear the air" and talk about anything, good or bad, which is on anyone's mind--a very important function when a learning situation is not negatively motivated by academic requirements and unquestioned teacher authority.

Within each class session in the manual, instructions to students by the instructor have been written in quotations. The instructor may want to read the directions as given, but they are intended only as examples of instructions for each activity. The instructor is urged to become thoroughly familiar with each session, modify it if necessary and proceed in his own style. It should be noted that changes in the course outline are encouraged to meet the requirements of a particular class. One cannot encourage students to freely discuss their learning objectives and reactions to the course, and proceed mechanically to not deviate from a predesigned outline of activities. The art of instructing in a learning situation of this nature is determining how much

and when to modify learning activities to increase the probability of achieving the general course objectives.

Each session is built on a three-hour meeting. Typically the outline of activities does not take a complete three-hour period. The timing of any activity is, at best, an estimate. The only rule of thumb is that things normally take longer than they should. A large part of the instructor's attention will probably be devoted to the clock. Time for breaks is not written into each session. Obviously, a break in the middle of the three-hour meeting may be needed, so the instructor may wish to schedule a short break at an appropriate time.

Class Size. Since a good deal of monitoring and coordinating is required of the instructor, and total class discussions occur in every session, a class not larger than 24 students is recommended. A somewhat smaller class, of 14-18 students, would be ideal. In activities requiring students to form pairs or other size smaller groupings there may be an odd size group which should not interfere with the activity.

A classroom with a moveable seating arrangement is a necessity. The room should be large enough to accommodate up to five working groups of 4-5 students without the groups interfering with each other. A room with a carpeted floor would be ideal, so informal working groups can easily form seated on the floor.

Grading. If the course is offered for credit, as recommended, the instructor will probably be faced with the issue of grades. There are undoubtedly several ways of meeting a grading requirement, including a pass-fail option. A contract grading format most closely fits with the goals and structure of the course. Students, under this method, formalize the individual learning contracts created in Session 2, stating their personal learning objectives, criteria for evaluation at the end of the course, and the grade achieved if those criteria are met. At the end of the course, each student assigns himself a grade in consultation with the instructor.

Pre-class Preparation. Before each class, certain materials will have to be obtained. Each class will require the preparation of a class reaction sheet (see Session 2) in a quantity large enough for the class size. Likewise, all handouts necessary for each session will have to be reproduced from the Manual. Generally, there should be felt-tip markers, newsprint, masking tape, scratch paper, and pencils available.

The instructor should obtain and be familiar with the starred references in the Reference section. Session 4 is based entirely on activities from Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by S.B. Simon, L.W. Howe, and H. Kirschenbaum. Other exercises in the Manual also refer to Values Clarification, so this source is necessary to conduct the seminar.

Class reaction sheets are a major source of feedback from students on the progress of the course. These sheets are prepared weekly by students, along with any homework assignments, and turned in to the instructor, who reviews them and returns them to students the following week.

The explorations phase of the course, Sessions 9-12, will require the most advance preparation of the instructor. Planning for a variety of activities and/or creating activities not suggested in the Manual will take a considerable amount of effort early in, or prior to, the course. The success of this portion of the course depends entirely on how well the instructor adapts course activities to the resources of his college and community and to the needs of the class.

Ancillary Activities. There are many kinds of instructional activities which could be used to expand or to supplement the Occupational Development Seminar. Many of these activities probably exist at the college already, and may be adapted to fit the needs of the course.

One such activity is an increased emphasis on planning for the future. Session 13, which is not scheduled in the course outline, might be an opportunity to consider how one can plan for his own occupational development, and to actually create a personal plan for a set time period.

Another activity is instruction in how to get a job: the intricacies

of contacting employers, writing resumes, and job interviewing. Some of these experiences could be used as homework assignments and then related to the warm-up for the following session.

Perhaps the best way to consider the seminar is as a part of the total occupational development program, which involves counseling and placement personnel, and faculty in occupational areas. This type of a total program thrust increases the possibility of coordinating activities in all areas for the maximum benefit of students.

Suggested Warm-up Exercises

It is helpful to begin each day's session with some form of warm-up activity which relaxes the students, assists them in focusing on being in the class and sets the mood for the day. The exercises suggested in this section are examples which may be used. You should feel free, however, to change the exercises, replace them with others, or create your own. Warm-ups should be fun, so many participative group games are appropriate. For further examples, see Group Methods to Actualize Human Potential by Herbert A. Otto, Will the Real Teacher Please Stand Up by Mary Greer and Bonnie Rubenstein, Sense Relaxation: Below Your Mind by Bernard Gunther, and Values and Teaching by Raths, Harmin, and Simon. It is useful to always take a few minutes to discuss reactions to the warm-up exercise before proceeding.

1. Mill & Handshake

Silently walk around the room and greet the people you meet by shaking right hands. Try to really communicate something with your handshake. Switch to your left hand, then to both hands. The exercise may continue by shaking shoulders, knees, and backs.

2. Cut & Draw (construction paper, scissors, crayons)

Out of the materials provided, create an object wich somehow answers these three questions:

a. Where are you now in your life?

b. Where do you want to go?

c. What is keeping you from getting there?

Sit down with someone in the group and explain your object. (This exercise, and #3, may take longer than the 15 minutes planned for warm-up activities.)

3. Cut & Draw--Groups (construction paper, scissors, crayons)

Divide into groups of 6 or 8. Each group will construct an object which somehow answers the question:

What do we want from this class?

The object can be anything you want it to be, but everyone in the group should make sure that it contains his answer to the question. Paradoxes and contradictions are okay.

When you have finished, pick someone from your group to explain your object to the other groups.

4. What I'm Good At

Divide into groups of 5 or 6. Each person in the group takes 2 minutes (someone else in the group acts as timer) and tells things he is good at. He can only say things he is good at, he cannot qualify his statements, and he must use the entire two minutes (if he runs out of things to say, he waits till his time is up!) Then it is someone else's turn, and so on until everyone has had a chance. Then take a few minutes to talk about what it was like to have to talk only about what you are good at.

5. Historical Characters

a. If you could be any historical character of the past, who would you choose to be. List three choices on a piece of paper.

b. Silently look at your list and decide which you would first like to be. Rank-order your list.

c. Share the lists with each other, and talk about why you ranked them as you did, what patterns appeared, and what you learned about yourself during the experience.

6. Dyad Sentence Completion

Divide in pairs (Dyads), and spread out. Each person in the pair completes each sentence out loud.

(Read sentences to be completed, one at a time . . . allow a couple of minutes between sentences.)

a. I'm happiest when . . .

b. The most important to me is . . .

c. I want . . .

d. I need . . .

e. Right now, I'm feeling . . .

Change dyads, and continue

a. I'd like to . . .

b. A year from now, I'd like to be . . .

c. One thing I'd like to change about the world is . . .

d. A good friend is . . .

e. Right now I'm feeling . . .

(The instructor can change the sentences to suit his needs)

7. Introduce & Throw

Introduce yourself. Throw an object (a ball, eraser, or whatever) to someone else who introduces himself and so on.

8. Work-Career (newsprint, marking pens)

Divide into groups of 5 or 6. On a sheet of paper each

person writes "work is" and then completes the sentence anyway he wants. Then each person writes "career is" and completes the sentence. Tape the newsprints on the wall and discuss the different feelings about work and career which have been generated.

9. Mapping (paper, marking pens)

Each person takes a long piece of paper. "Draw your life like a road map. Show the good places. Draw the bumpy spots. Where are you now? Fill in the barriers and detours. Fill in where you want to go. How are you going to get there?"

10. Feedback Mill

Each person puts his name at the top of a piece of paper. Then "silently mill around and on each persons' piece of paper write something good that you have learned about him." (This warm-up should be used after the group has met several times and the group members have had a chance to get to know each other.)

Session 1 - Community Building

(20 min.) Introduction

Give a brief outline of the course; talk about objectives for the day; discuss your goals, and your ideas concerning the role of the facilitator, and the role of the students.

(45 min.) Name Game

Form the class into a circle. Have one person introduce himself and relate two things about himself. Go around the circle, having each successive person repeat the names and information of all those who preceded him before introducing himself.

(10-15 min.) Discussion of Name Game

Discuss reactions of the exercise. What kinds of information did people relate? What was accomplished?

(25 min.) Who Am I? (paper, pencils, masking tape)

The instructor might introduce "Who Am I?" in the following manner: "Write down seven words or short phrases describing who you are.

(5 min.)

Now tape the sheets of paper on your chest, and silently mill around, looking to see what others wrote about themselves. Try to match faces and descriptions.

(5 min.)

Sit down alone. Reduce your list to the two items which best describe you--your essence. In other words, cross out five (5) items.

(5 min.)

Tape your list back on, and again silently mill around. See how the descriptions have changed.

(15 min.) Discussion of Who Am I?

Form groups of 4-5. Have each person talk about his own description of who he is. What were the original seven descriptions? How did he decide which five to cross out? Allow about 3 minutes per person.

Have the groups talk about the commonalities among the individual lists and discuss reactions to the exercise.

(20 min.) Discussion of the Day's Activities

Bring the total class together in a circle. Go around the circle and have each person finish the sentence: "Today I learned . . ." Individuals may pass if they wish.

Discuss reactions to the day, including what was accomplished; best part--worst part; how people feel about being in the class, etc. Encourage the group to share feelings and opinions by asking open-ended questions which focus on reactions.

(10-15 min.) Homework

Recap your introduction (outline of course, goals, roles of students and facilitators).

You might talk about the homework as follows: "Before next meeting, when we will form a learning contract for the course, think through what you want from your experience here. What are your own objectives? Be very specific and complete. Take time to write down your objectives and review them before the next meeting."

Notes on Session 1:

Session 2 - Psychological Contract Formation

(15 min.) "Remember?" Warm-up (paper, pencils)

Suggested introduction for the warm-up exercise: "Each person in the circle introduce yourself again, just in case anyone has forgotten names from last time.

Okay. Everyone turn around facing out from the circle and write down the names of everyone in the class. When you have finished, turn back and figure out who you forgot. Get with those you forgot and learn their names.

Form into a circle once more, turn around, and write everyone's name again. (Wait till finished.) If you still forgot someone, find some time before you leave today to spend a few minutes with them and find out enough about them to help in remembering their names."

(5 min.) Introduction

Give a brief outline of the day's activities, stressing the objective of clarifying a psychological contract for the course. Briefly explain the process of forming a psychological contract; it is a matter of making the expectations and commitments of everyone in the course as clear as possible. One way of stating this might be "It is only when we are as clear as possible about what each of us want and what each is willing to do that we can work together effectively to satisfy as many of these wants as possible." (See Rubin, Kolb, McIntyre, and Farris, 1969, for a more complete discussion of the psychological contract.)

(10 min.) Personal Objectives (paper, pencils)

In this block of time, students will write down their own objectives for the course. You might introduce this exercise as follows:

"Using your homework, write out your own goals, objectives and wants from this course. Do this by yourself. Put down everytning you can think of that you want to learn or do in this course. Be as specific as possible so that at the end of the course you will be able to tell whether you reached each objective."

It would be a good idea for you to give some varied examples of what you mean by objectives, such as to become clearer about my occupational interests, to learn the steps in the process of decision making in choosing a career, to find out all I can about the electronics field, etc.

(2 min.)

Have students put a star by those goals which must be reached if the cause is not to be a failure for them.

(40 min.) (newsprint, felt-tip pens)

Divide the class into groups of 4-5. Have each group compile a composite list of their objectives. The instructions are:

"Put together your individual objectives into a single list. This should represent, perhaps in modified form all of your individual objectives for the course. Be sure that no one is left out of the list or has

his objectives so drastically altered that he does not feel represented by the final group list.

Write your group list of objectives clearly on a sheet of newsprint and pick a spokesman to present the group's list to the rest of the class."

(45 min.) Presentation of Objectives (masking tape)

Bring the total class together again. Have the group spokesman for each group present his group's list of objectives to the total class. Discuss similarities and differences among the lists. Make sure that everyone has an opportunity to react to and modify the final lists. Attempt a classification and regrouping of objectives into a total class list.

React to the final list yourself in terms of the course structure and your own goals for the course. Look for alternatives that students with discrepant goals might use to attain these goals. Be sure to clarify unrealistic or inflated expectations in order to minimize disappointment and to facilitate the realistic planning of personal learning activities.

Also, be clear on your commitment to be available for consultation, to change course activities when appropriate to meet needs, and to be open about your expectations of students and your objectives for the course. Students will be expected to work outside of class, sometimes quite a bit, sometimes not much; the amount of effort invested will

determine the degree to which individual and group goals are reached.

This is also an appropriate time to discuss administrative expectations such as punctuality, absences, required written work, and grading. The important consideration is to be as clear as possible about what you expect and will do; try to be open to negotiation. Require students to do the same.

Now go back and check the items which individuals starred--those objectives which had to be attained if the course is to be a success. Be certain these ideas are included in the final listing and are possible within the structure and scope of the course.

NOTE: Collect and save individual, group, and total class lists of objectives. At some point in the course you may wish to go back to a reconsideration of the course purposes and the psychological contract which the class has formed. The course evaluation (Session 14) is based largely on a re-examination of individual's course objectives.

(25 min.) Homework

Explain the personal journal (see below). The directions below may be reproduced for inclusion in each student's journal.

"Personal Journal

Each student is to keep, in a loose-leaf notebook, a personal journal (p.j.) which will become his permanent record of his participation in the class. The p.j. will include three sections:

1. Class Reactions
2. Homework Assignments
3. Comments to Myself

Since you will be asked to turn in items one and two each week, these are typically public information. Item three, Comments to Myself, is private unless you wish to share part of it with someone.

Class Reactions. At the end of each class you will receive an outline of the day's activities. The right-hand half of the page will be blank, with the headings:

Reactions Learnings Importance

You are asked to write down briefly whatever reactions or feelings you had concerning each activity under "Reactions". For "Learnings", try to make clear anything you learned from that activity about yourself, about other people, about anything. For "Importance", briefly explain what there was about the activity, your reactions, to it or your learnings from it, might be important to you in your every day life and personal development. This is a specific place to make connections between the class and its meaning in your life.

Homework Assignments. You will be asked to do things outside of class--answer questions, do reading, observe yourself and others, keep records of activities, etc.,--and you will be deciding on some personal

class-related activities to help achieve your own course objectives. Homework will often be the basis for the next class meeting, and consequently will be very important.

Both class reactions and homework will be handed in each week. You will receive these back with comments and suggestions for inclusion in your p.j.

Comments to Myself. It is suggested that you keep a personal record of what is happening to you. This should be done at least weekly, but it is preferable to set aside 10-15 minutes every day at a regular time to sit down with your p.j. and a pencil just to express yourself. This is a place and time with no other purpose than to express yourself--an important activity we rarely take seriously.

Class Reaction Sheet and Homework

Hand out class reaction sheets for today's activities and discuss them.

The homework assignment should be introduced as follows: "Keep track of all the decisions which you make during the next week. Try to discover the decision rule that you apply in each decision. A decision rule is simply the reason(s) you make one choice over another. For example:

Your Decision	Your Decision Rule Might Be
1. go to a movie	a. I enjoy movies or
	b. I don't want to study
2. go to the movie "Grand Prix"	a. racing interests me or
	b. the stars are my favorites or
	c. my friends suggested it

Naturally, you will not be able to keep track of all the decisions you make in a week. Likewise, you may have some difficulty determining the decision rule(s) you apply in many instances. The important thing is to begin to be aware of when you are going through a decision process. (You will probably be surprised at how many decisions you make in a week and how you go about making them!)"

Notes on Session 2:

Session 3 - Value Clarification

(15 min.) Warm-up

(Refer to Warm-up section for suggestions.)

(20 min.) Discussion of Homework

Collect the reaction sheet from last week. Hold a class discussion of the homework on decisions. Open-ended questions will help, such as: "How did you do on the assignment? How often do you make decisions? What problems did you have defining the decision rules you use? What kind of decision rules do you typically use?"

(5 min.) Introduction

Introduce today's activities and objectives. Briefly outline the activities of the day, explaining a little bit about the value clarification process. Emphasize that it is important to learn how to clarify one's own values in order to understand how one makes decisions. This is particularly important in relation to a person's career development. (See Simon, Howe, and Kirschenbaum, 1972; and Raths, Harmin, and Simon, 1966, for a more complete discussion of value clarity strategies.)

(40 min.) Sixteen Statements (paper, pencils)

Reproduce enough of the instruction sheets, lists of statements, and work sheets for the entire class.

Distribute the materials, and answer any questions that students might have. The instruction sheets should be self-explanatory, but it may help to read aloud.

Sixteen Statements Exercise

In this exercise you will need to rank issues in descending order (1-16) according to how strongly you feel about each one. The strong feelings can be either positive or negative.

The underlined word in each statement is to be written in the appropriate box. Only one item may be placed in each box, thereby forcing you to decide which issues you feel strongest about in relation to the others. The key word will help you to recall the statement as you reorganize your priorities.

Sixteen Statements Worksheet

very strong	strong	mild	little feeling
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

Sixteen Statements

1. How would you feel about taking a job where you were required to work with your hands?

2. How would you feel about a job where you spent all of your time outdoors?

3. How would you feel about taking a job which was uninteresting, but paid very well?

4. How would you feel about working at a job which left you very little leisure time?

5. How strongly do you feel about having a job in which you are satisfied that you are doing well?

6. How would you feel about a job that entailed critical responsibilities?

7. How important is it to you that other people think highly of your job?

8. How would you feel about a job in which you had very little contact with your co-workers?

9. How would you feel about a job which involved a leadership role?

10. How would you feel about moving from your home state?

11. How strongly do you feel about taking a job where most of the time you are on your own?

12. How would you feel about taking a job with long range security, but limited opportunities for advancement?

13. How would you feel about a job which promises rapid advancement, but in which you are re-evaluated every six months?

14. How would you feel about taking whatever job is available in a worthwhile public service?

15. How would you feel about a job in which you were constantly required to learn new skills?

16. How would you feel about a job in which you needed to help others?

(20 min.) Process Sixteen Statements Exercise

It is best to introduce this discussion with an involving, active experience. Using a felt-tip marker, write the numbers 1-16 on separate sheets of paper and tape them up around the room. After everyone has completed the exercise, have everyone get up and stand by the number which they assigned to various statements. For example, you might say "stand by the number which you assigned to the statement which included the underlined word paid."

Run through a number of the statements having the students repeat this procedure. This provides a good catalyst for discussion and also iilustrates the usually wide range of rankings which the class will assign to any one statement. It is important to emphasize that it is all right to have values that differ from those held by the others in the class.

Now conduct a discussion of reactions to the exercise. Again, open-ended questions might be very helpful, such as: "What difficulties did you have in completing this exercise? How would you characterize the kinds of decisions you made in ranking the statement? How were your rankings similar or different from others in the class?"

(20 min.) Twenty Things I Love To Do (paper, pencils)

Reproduce enough of the "Twenty Things I Love To Do" work sheet for the entire class.

Distribute the work sheets. After everyone has listed the twenty

things he/she loves to do, give the following seven instructions, pausing after each one to allow time for students to mark their lists. (From Simon, et.al., 1972, Pp. 31.)

"1. Place a dollar sign ($) by any item which costs more than five dollars each time you do it.

2. Put an "R" by any item which involves some RISK. The risk might be physical, intellectual, or emotional. (In other words, which things in your own life which you love to do require some risk?)

3. Using the code letters F and M, record which of the items on your list your Father and Mother might have had on their lists if they had been asked to make them at your age.

4. Place either the letter "P" or the letter "A" next to each item. The "P" is to be used for items which you prefer doing with PEOPLE, and "A" for items which you prefer doing ALONE

5. Place a number 5 by any item which would not have been on your list five years ago.

6. Place a circled number (5) by any item which you think will not be on your list five years from now.

7. Finally, go down through your list and indicate the date when you did it last."

20 THINGS I LOVE TO DO

As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you should like.

1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

(20 min.) Discussion of Twenty Things Exercise

Break the class down into groups of 4-5 and have the groups discuss the exercise.

As an aid to discussion, you might put the following open-ended questions on the black board or newsprint:

"What does your list look like?

Can you identify any patterns of the things you love to do?

Did you learn something new about yourself?

Are there some things you are pleased with?

Is there anything you would like to change? How might you go about it?

Are there some things you like to do which you haven't done lately? Why? What could you do about this?

How are the trends in your choices similar to or different from others in the group?"

(30 min.) Reaction to the Day's Activities

As a total class, discuss personal reactions to what went on today. Try to bring out students' feelings about what they have done, and see if any connection between the homework on decision making, the sixteen statements exercise, and the twenty things exercise can be found.

Pass out the day's class reaction sheets.

Homework

Homework for next week will be the implementation of a course of action based on the information students have acquired about themselves and their values. The assignment is: "Using information about yourself which you gained in today's exercises, set a goal which you will achieve this week. Today before you leave, write out a contract for achieving this goal, including the rationale for the goal based on your likes and values, specific steps you will follow in order to achieve the goal, and a way of telling whether you have reached the goal. Carry out the contract before our next meeting."

Notes on Session 3:

Session 4 - Value Clarification Continued

(15 min.) Warm-up

(Refer to "Warm-up" section for suggestions.)

(20 min.) Discussion of Homework and Collection of Class Reaction Sheets

Ask for some examples of goals and contracts. Share experiences of achieving the goals. Discuss whether it was possible to follow the action steps outlined in the contracts. You might also discuss whether students see the self-contract as a reasonable way to achieve things one wants.

The following value clarification strategies are suggested to help students move toward a consideration of their personal philosophy of life. The homework assignment on life style assists in operationalizing the meaning of the concept "life style".

(60 min. total) The Miracle Workers

Reproduce the Miracle Workers Worksheet (Simon, et.al., 1972, Pp. 339-342) and follow the procedure suggested.

(60 min. total) Ways to Live

Reproduce the Ways to Live Worksheet (Simon, et.al., 1972, Pp. 344-352) and follow the procedure suggested.

Ending the exercises with "I Wonder" statements (Simon, et.al., 1972, Pp. 166) is very useful.

(2 min.)

Pass out class reaction sheets.

(10 min.) Homework

Have your students investigate the life styles represented by two different kinds of occupations in your community. This can be accomplished using any available sources of information about these life styles, including talking to and observing people in these occupations. The first step is for the student to clarify what he thinks that "life style" means and to write down the elements of his own personal definition of the term. Then he should collect information about people in the two different occupations. This information should be selected to illustrate the different aspects of his own definition of "life style."

Notes on Session 4:

Session 5 - Meaning of Work

(15 min.) Warm-up

(Refer to "Warm-up" section for suggestions.)

(30 min.) Collection of Reaction Sheets and Discussion of Homework

This discussion is an important link between the value clarification exercises of the past two sessions and the following consideration of the meaning of work. The following open-ended questions will be helpful:

"What do we mean by 'life style?'

What occupations did you look at?

How did you go about collecting information about those occupations?

What sorts of relationships exist between occupation and life style?

What sorts of relationships exist between one's values and occupation?"

(15 min.) Lecturette and Outline of the Day

Talk about the topic: "Career and the developmental process of living."

Be sure to hit these major points:

1. Growth and development is a lifelong process.
2. We seek meaning through activities; development through mastery of successive life situations.

3. Career (i.e. work) is a very large area in life where we grow and express ourselves.
4. Action is not always possible, so we imagine or fantisize action. This is a healthy way of staying with future alternatives, planning, and satisfying some of our needs.
5. Career decisions, as with any other decisions we make, are based on our own personal value systems.
6. Outline of the day's activities.

(20 min.) Occupational Fantasy Inventory (paper, pencils)

This exercise is designed to stimulate consideration of all careers that the students have thought about pursuing. You might word the instructions as follows: "By yourself, write down every occupation or job that you have ever imagined or considered working at. Just relax and sort of review your life. As jobs in which you have been interested come to you, write them down. Go as far back in your life as you can. (Allow about 10 min.)

Now roughly group your list of jobs into age ranges from those you are presently interested in back to those you were interested in earlier . . .

Underline those jobs in which you were interested for longer periods of time. In other words, which occupations seemed attractive the longest to you? Some, for example, may have been possibilities for

you since grade school.

(5 min.)

Put a star (*) beside those imagined jobs which were the most exciting to you."

(15 min.)

Have each class member pick a partner and discuss his/her list with that partner. Partners should help each other by looking for trends, guessing at the possible influence of developmental needs, looking for points in time when desired jobs seemed to shift in character, and searching for possible connections between the list and underlying value systems.

(50 min.)

Form groups of 4-6. Instructions: "Have your partner report your occupational development up to the present, and given his interpretation of the interests and values he thinks have been demonstrated. The group can respond to how this developmental history matches with their perceptions of you and your values." (This exercise should be limited to 8-10 minutes per student.)

(5 min.) Total Class - "I learned . . ."

See Simon, et.al., 1972, Pp. 163-165.

(15 min.) Homework

Distribute Class Reaction Sheets and assign homework. One way of introducing the homework assignment would be: "What are at least two, preferably three, occupations or jobs you would enjoy being in five years from now? For each of these occupations, analyze (1) the reasons you might choose it now, and (2) imagining you are on the job five years from now, what satisfactions do you get from the work? In your analysis of reasons for choice and of satisfaction, be as specific as possible. For example, do not simply say, "I am interested in the work," but analyze what it is about the job activities that interest you. Perhaps the job involves woodwork, and you get a feeling of accomplishment from making something out of wood.

When you imagine yourself in the job five years from now, do not leave out such extra-job factors as family life, leisure activities, and community involvement. Above all, try to be honest with yourself. If pay or ease of getting the job are important factors for you, that is okay and it is something you should consider."

Notes on Session 5:

Session 6 - Meaning of Work Continued

(15 min.) Warm-up

(Refer to "Warm-up" section for suggestions.)

Collect class reaction sheets; return last week's sheets.

(60 min. total) Group Predictions

Reproduce enough of the Group Prediction data sheets for the entire class.

Have the class form into the same small groups as at the end of the last session. Pass out the data sheets, and give the following instructions:

(15 min.)

"List the name of each member of your group. For each member, (1) predict what the person will be doing one year from now, and (2) what he/she will be doing five years from now. Think about everything you know about each person and make your prediction based on (a) what you think the person would be most successful doing (i.e., strengths) and (b) what you think he/she would be happiest doing (i.e., satisfactions)."

(45 min.) Discussion and Feedback

For each person, in turn, everyone should state his predictions and reasons for making them. The individual should then state his own choices, reasons and satisfactions (using his homework assignment).

GROUP PREDICTIONS

Name	Occupation in One Year	Occupation in Five Years	Reasons for Choices: Strengths and Satisfaction
1.			
2.			
3.			
4.			
5.			
6.			

Discussion should then center around areas of agreement and disagreement among the predictions and perceptions of the strengths and interests of the individual.

(60 min.) Seeking Occupational Information (newsprint, felt tip pens)

This exercise is designed to generate ways of obtaining meaningful information about jobs. By this time, students should have some feel for their own values, as well as for how these values relate to career choices. During the next hour, they will be asked to translate this information into a plan for gathering data (which is relevant and meaningful to them) about possible jobs.

Combine two small groups into groups of 8-12. One way of introducing this task would be: "Construct a set of questions which could be used for any job or occupation to gain information which would be meaningful to you in your consideration of that job as a possible career choice What would you ask to find meaningful information about a job? What do you need to know if you are considering a job? You may consider any type of information and any sources of information including individuals currently holding that particular job. When you finish, you should have a plan and a method for seeking and gathering information about a job which would assist you in deciding whether you would like to work at that job."

(30 min.) Presentation of Group Plans

Have each group select a representative to present the group's list and discuss it briefly with the class. (Save these plans for later use.)

(10 min.)

Pass out reaction sheets and assign homework.

Homework

"Find as many specific sources of occupational information as you can. These sources can be located here at the college or anywhere in the community. Bring a list of these sources you have found, describing the type of information they contain, to the next class."

Notes on Session 6:

Session 7 - Occupational Information

(15 min.) Warm-up.

This activity should be somehow related to current class activities i.e., the meaning of work and the topic of occupational information.

Suggestion: (paper, marking pens, tape) Each person decides upon a symbol which represents a need of his which must be satisfied in order for him to be happy in a job (for example, the need for a good salary, the need to work with people, the need to work with one's hands etc.) He then writes this symbol on a piece of paper and tapes the paper on his chest. Class members then mill around, trying to guess the need from the symbol. Each person then writes down five different jobs in which he thinks his need might be met. Class members then tape on the papers and again mill. To each person, suggest another job which might fulfill his need! (For other warm-up suggestions, see the section on Warm-up exercises.)

(2 min.)

Collect last week's reaction sheets.

(40 min.) Total Class Discussion of Homework on Sources of Occupatio Information. Open-ended questions might be:

How did you do on the assignment?

What sources of occupational information were you able to find?

How easily accessible are these sources?

What information was available from these sources?

What problems did you encounter in locating sources of occupational information?

As a part of this discussion, you should talk about the sources of information which are available at your institution and how these sources can most effectively be used. The location and function of the career center, placement office or other places specializing in occupational information should be stressed.

(20 min.) Dictionary of Occupational Titles (D.O.T.)

Using, as a source, the chapter on "The Dictionary of Occupational Titles" in Isaacson, Lee E., Career Information in Counseling and Teaching, talk about the D.O.T., placing emphasis on:

1. The kinds of information it includes
2. How the information is organized
3. The ways in which it can be useful
4. Its location at your college.

The purpose of this lecturette is to introduce students to the use of the D.O.T. as an information source just as any dictionary or encyclopedia might be used.

(25 min.)

Discuss the "worker function hierarchy coding system" employed in the D.O.T. Using a large chart of the code (mimeographed copies are even better), carefully go over the terminology used in the Data/People/Things categories so that everyone understands the distinction between "computing" and "copying", "negotiation" and "instructing", etc.

Then divide the class into groups of 5 or 6. Have each person decide which level of each dimension seems to fit best with his own interests and abilities, and to write down the 3-digit code number which corresponds to those levels. (Example: 228 would represent a 2 on the data dimension, 2 on the people dimension, and 8 on the things dimension.) Then have each member of the group show his number to the rest of the group and talk about why he chose that particular code.

(25 min.)

Pass out reaction sheets; assign homework.

Homework

Reproduce enough copies of the Problem Solving Worksheet for all members of the class and hand them out at this time. You may want to read through the entire worksheet with students, but at least read the "Assignment" section with them and clarify any questions.

Problem Solving Worksheet

Since this course began we have looked at ourselves as problem-solvers from several different vantage points. We have tried to see how we make decisions. We have attempted to set goals and achieve them. We have examined some of the values we hold which may, or maybe should, influence the decisions we make. Probably in your own discussions you have discovered many other aspects of people, and particularly of your self as a problem-solver.

Achieving our personal goals is often experienced as a problem. First is the question of what are my goals? Solving this part of the problem involves discovering a lot of information about myself such as some of my needs, my values, my fears, and my potentials. Somehow all this information needs to be sorted out, contradictions resolved, and tentative directions determined. Second is the question of how do I get there. What is the best plan of action which will actualize most of my potentials while achieving my most important goals? The first question, what are my goals, and the second question, how do I achieve them, are definitely related. Often, however, the first is the most difficult to answer, and it is what we are spending most of our time on in this course.

Occupational Choices: A Developmental Process

We look at choices about work as a personal goal type of problem

which continues throughout life. Life is a process of continually growing, continually changing and developing new aspects of oneself. One's work, occupying a significant proportion of one's life, should both assist and be an expression of this development. We change with time, and so does the world. The problem for me, then, is how to take control of these change processes in a way which is meaningful to me. My work is certainly one large area of my life which requires careful attention. Thus, occupational "choices" not "choice". A one-time choice ignores my development.

To Choose or Not To Decide

There are many ways to go about deciding in a satisfactory manner. Probably there is no best way for all kinds of problems--at least if there is no one has discovered it.

Scientific Model of Problem Solving. One model of problem-solving which does seem to work well in a variety of situations follows the scientific method. First we experience a question or doubt or feel perplexed about something. Second, we proceed to understand the problem better by defining it more carefully and dividing it into related parts. Third, we make guesses at possible solutions; we form hypotheses. This step may be obvious once the problem is adeqately understood, or it may require considerable creativity and assistance from others who know something about the problem area. Fourth, information is collected

concerning the hypotheses, the guesses, which seem to be the best solutions. This is a testing step, to see if our proposed solution will work in reality. Depending on the conclusions we can draw from the testing step, we may have to start all over with a new understanding of the problem, or we may guess at different solutions, or may decide that the hypothesis tested is an adequate solution. Of course, in practice the different steps are not clearly separate and always in the sequence. It does seem, however, that the more carefully each step is carried out, the better the chances of a good decision.

Another way to study decision-making is by examining the way people actually go about it. Following are some examples of types of decision-makers (slightly-exaggerated, of course) which you may recognize operating in yourself from time to time.*

1. Leaping Lena. She's a quickie, making decisions on the spur-of-the-moment with no hesitation.
2. Agnes Agonizer. A totally cognitive chick who thinks and mulls and pros and cons so much that she never makes any decision.
3. Maurice Moratorium. Maurice is the great postponer. He delays. He avoids making a decision at all costs, saying, "Don't worry, I'll do it later."

*Adapted from Kroll, A.M., Dinklage, L.B., Lee, J., Morley, E.D. & Wilson, E.H. Career development: Growth and crisis. New York: John Wiley and Sons, 1970, Pp. 136-137.

4. Freddie Fater. Here is the gambler who doesn't worry. "It's all in the way the cards are dealt so why should I bother?" Like Maurice, he makes no decisions, but his attitude is carefree.

5. Penelope Planner. The perfect decision-maker. Penelope follows the scientific method when it is appropriate and devises other rational decision-making method when necessary. She always achieves a nice balance of the emotional and intellectual aspects of a problem and usually makes appropriate decisions.

6. Herman Hypnotizee. Herman gladly surrenders his decision powers to the hypnotists. He defers his choices to anyone who knows best--teacher, parents, gurus of any type, friends, or even writers of advertisements.

7. Inez Inner-Harmony. Inez, from a cultured family with a hyphenated name, is not quite sure how she makes decisions--but she knows when a decision "feels" right for her.

Assignment

Think through the following questions carefully and honestly. Write out your answers and bring to the next meeting.

1. What type of problem-solver are you? When it comes to making decisions which are important to you, like about jobs, how do you go about deciding?
2. Do you vary in the way you make decisions with different kinds of problems? For example, problems vary with the size of investment required: What to do Friday night, versus, Should I get married?

And problems differ in terms of their consequences:

Shall I have a couple more drinks, versus, How much should I study for the math exam?

An important difference between problems, particularly when we consider occupational choices, is the clarity of the alternatives available:

Which courses should I take next term, versus What do I want to be doing five years from now?

3. How do you feel about the idea of lifelong vocational development--about occupational choices as a continuing part of your own personal growth?
4. Explain the steps in the scientific method as one model for effective decision making.

Notes on Session 7:

Session 8 - Decision Making

(15 min.) Warm-up

(Refer to "Warm-up" section for suggestions.)

(2 hours & break) Making Occupational Decisions

Since there is not one best way to approach the teaching of decision-making, this class has been left relatively flexible. Included are a series of questions for class discussion which will build on the homework assignment, but you should modify the session best fit your particular students and their needs.

Discussion should focus on the decision-making process and the important considerations in arriving at decisions. Your role should be to draw out both students' concerns and their knowledge. The task for the day is to create a set of guidelines, questions, methods, etc., which can be compiled and given to each student for his/her future use in personal decision-making and planning about the world of work.

Some of the decision-making variables we hope will come out in the discussion are:

a. The number and clarity of alternatives available

b. Personal strengths/potentials

c. Hurdles to achievement

d. Priorities among alternatives

e. Contradictions among alternatives

f. Short range vs. long range planning

g. The relative weights assigned to personal values and interests

h. The relative weights assigned to difficulty or improbability of attainment

i. Inclusion of real world data: job opportunities, rapidity of change in many occupations, required geographic mobility, opportunities for advancement within or for moving to other occupational areas, etc.

j. Social support for a decision (family, friends)

k. Life-style variables such as family, leisure, social status, urban living, etc.

l. Part played by personal confidence in achievement (perceived risk)

Your role as discussion leader should be primarily to hold the class to the task; drawing out their own ways of looking at decision-making, and encouraging them to systematize their ideas. You can act as recorder, writing down points on a blackboard or newsprint, and in so doing, help to organize the material which is generated. If the discussion really stops or goes off on a tangent, you can ask questions about the points listed above or other relevant topics.

(1 hour) Creation of Systematic Method for Approaching Occupational Decisions

The rest of the day should be devoted to creating and writing out a systematic method for approaching occupational decisions, with everyone contributing. This product can then be reproduced and handed back to each student next week.

Suggested outline leading to building a systematic method for approaching decision-making:

A. Present and discuss the seven types of decision-makers listed in the homework assignment.

B. How much of yourself do you see in each one of these stereotypes?

C. The scientific method is one idealized type of decision-making process. How would you go about making an occupational decision following the basic steps of the scientific method?

1. How would hypotheses be generated?
2. What kinds of information would be needed for evidence to support or refute the hypothesis?
   a. About the world of work
   b. About yourself
   c. About the preparation necessary
   d. About other people now working

e. About _____

3. How could you collect each of the above types of information?

4. How can you put all of these kinds of information together to help make a decision?

5. Since there is probably no "hard evidence" about occupational decisions, as there is about hypotheses in the physical sciences, how can you make tentative decisions and test them out before you really commit yourself to a course of action?

D. When we are talking about occupational choices, how final are decisions? Is it really possible to think of one's work life as expressing and helping one's life-long growing process?

Pass out class reaction sheets. Homework assignment at the instructor's discretion.

Notes on Session 8:

Session 9 - Explorations

(15 min.) Warm-up

(15 min.)

Collect and discuss reaction sheets. Distribute copies of the occupational decisions method created at last meeting and review it.

(30 min.) Introduction to Explorations Phase of the Course

The instructor explains the schedule for the next three weeks. Each week every class member will plan and carry out an activity outside the classroom which will allow him to make (and to act upon) some tentative career-related decisions. The activities will provide the opportunity to gain information which would be helpful in making vocational choices and, in addition, the student will have the chance to evaluate his perceptions of the meaning of work to him.

Possible Activities for Exploration Weeks

1. Field Placement: The student stays with someone in a chosen job for 1/2 - 1 day, analyzing skills and functions, sources of satisfactions, etc. Students should try to gain a good "feel" for what it is like to work in that job, and should try to determine which of his needs (refer back to discussions of value clarification and meaning of work) would be met by the job and which would not. Homework activity would include a report on the experience along with a statement of why the

student feels he would (or would not) be happy in the job.

2. Interview Activities: Interviewing individuals in different types of jobs using self-designed interview schedules to investigate personally relevant work factors. (Activities 1 and 2 are logical applications of the class-created occupational decisions method.)

3. Peer Counseling Activities: Working with other students not in class on career decision problems. The student would attempt to help other students in areas of value clarification, decision making, meaning of work, sources of occupational information, etc.

4. Career Counseling: Taking advantage of any school or community vocational counseling services for personal counseling.

5. The class and instructor should attempt to generate additional possible activities appropriate for their community. An example would be an extension of Activity No. 2, to explore different sources of satisfaction associated with different supervisory levels in a given industry.

(1 1/2 hours) Planning

Students break into groups, joining with others who are interested in the same type of activity. Groups should talk about:

1. What they would like to get out of the activity
2. What preparations will be necessary.

Then each person should develop an "activity agenda" which would include:

1. The nature of the activity
2. A step-by-step plan of attack for carrying out the activity (be specific)
3. A set of objectives to be achieved as a result of the activity. (These activities should be completed by the following class period.)

(Note to instructor . . . preparatory work on your part, such as a list of people willing to have a student spend some time with them, detailed suggestions for the different activities, etc., will be necessary. The type of explorations activities available and appropriate will depend largely on your particular setting and previous preparation. Also, it would help to duplicate copies of an "activity agenda form" that students could use in planning their activities. It is important to stress the connection between these exercises and the discussion on decision-making. Students should pick an activity which is relevant to them, and the information gained as a result of the activity can then be used to re-evaluate their decisions and plan succeeding explorations activities. Ideally, the three weeks of explorations activities should lead to a tentative occupational commitment and some specific future planning.)

(10 min.)

Brief discussion of the session to insure that everyone has an agenda to work on. Pass out class reaction sheets.

Homework is carrying through the selected activity. At the next class meeting, members should turn in their "activity agenda" along with a written summary of, and reactions to, the activity.

Notes on Session 9:

Session 10 - Explorations

(15 min.) Warm-up

(5 min.)

Collect reaction sheets. Ask about involvement with p.j., at this point in the course.

(1 1/2 hours) Discussion of Explorations Activity.

Class members should report on the previous week's activities; discussion should include personal reactions, sharing of learning experiences, re-evaluation of the decisions made in planning the activities, etc.

(1 hour) Planning

This portion of the class is used for planning the next week's activities. Students may undertake the same type of activity (example: spending a day at a different job) or they may try a different type of activity. It is important to stress that the information gained in the previous week's activity can now be used in choosing what to do next week.

Students break into groups, joining with others who are interested in the same activities. Groups should discuss briefly what they want to get out of the week's activity.

Each student should make a new "activity agenda" to be completed during the class. Homework is the same as last week.

(5 min.)

Pass out reaction sheets.

Sessions 11 & 12

Sessions 11 and 12 have the same format. The final hour of Session 12 should be used to determine what will occur in Session 13.

Session 13 - OPEN

Session 13 has been left open so each class can accommodate its own particular needs leading to closure of the course.

NOTE: Request students to bring all class reaction sheets and homework assignments in their p.j. to Session 14.

Notes on Sessions 10, 11, 12, and 13:

Session 14 - Evaluation

(15 min.) Warm-up

(At instructor's discretion)

(30 min.) Review of Course Activities

Place an outline of the course by sessions on newsprint or blackboard. Briefly discuss the course session by session, asking students to either remember or check their class reaction sheets and fill in the specific activities of each day. This is an attempt to have students focus on their own learning activities, leading to a consideration of learning outcomes.

(10 min.) What Have I Learned? (paper, pencils)

Pass out individual's lists of their own objectives for the course, from Session 2, and display the group and total class lists which were compiled from the individual's objectives.

Ask students to take a few minutes to assess the extent to which they, individually, accomplished their own objectives for the course. After a few minutes, ask them to also list learnings or outcomes which were not part of their initial objectives for the course.

(Note to instructor: If this is a self-graded course, this might be a good time to have students assign themselves a grade.)

(30 min.) Form Small Groups of 4-5

Discuss (elaborate on) specific kinds of learnings from the course.

About half-way through the discussion, switch attention to: "How has my behavior changed?"

(15-20 min.) Move to Pairs of Students

Ask each student in turn, to translate his knowledge and experience from the course into specific plans for the next three months. The listener in each pair can help in this process by insisting on clarity in the plan and by asking tough questions like "exactly how?" and "when?".

(30 min.) Total Class Discussion of Maximizing the Use of the Course

A possible introduction: "If human behavior is anything, it is persistent. For example, you have all at least heard of the difficulty of quitting smoking. Part of each of us is quite comfortable with the way things are. Part of us wants to try new things, to conquer new challenges, to grow. But "will power" is too often ineffective. I, or at least the comfortable part of me, has collected a whole arsenal of ways for sabotaging my good intentions. I imagine that I will try to do a lot of sabotaging on the things I have learned in this course. The best way to sabotage my sabotaging behaviors is to be aware of when they are happening. Let's take a few minutes to discover some of the ways you will try to sabotage yourselves in the next few weeks."

It may help if the instructor can give a personal example of a typical sabotage behavior he uses on himself. This discussion will be most useful if students can speak about specific plans they have and

how they are likely to not complete these plans.

Course Evaluation (paper, pencil)

If the instructor wishes, a closing exercise could be placed here and the course evaluation moved to an earlier time.

A written, unsigned, course evaluation is suggested to obtain the most useful feedback to the instructor. You may wish to have students respond to the following questions, handing in their papers as they leave class. Other, more formal course evaluation forms are available and may be appropriate.

"Which was the best part of the course?"

"In comparison to other courses you have taken, in this course:

a. How hard did you work?

b. How much time did you spend?

c. How much did you learn?"

"The instructor . . . "

"How would you improve the course?"

"General comments or suggestions."

Notes on Session 14:

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